

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Doland School District
Accountability Review - Monitoring Report 2011-2012**

Team Members: Donna Huber, Chris Sargent and Cindy Kirschman

Dates of On Site Visit: November 8, 2011

Date of Report: November 28, 2011

All non-compliance must be corrected within 1 year of this report date. Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference- ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

1. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR**Corrective Action:**

ARSD24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:(5) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments consistent with § 24:05:14:14.

ARSD24:05:14:14. Participation in assessments. All children with disabilities shall be included in all general state and district-wide assessment programs, including assessments described in the ESEA, with appropriate accommodations and alternate assessments if necessary and as indicated in their respective IEPs. ...

Prong 1: Through file review the monitoring team determined Doland School District identified accommodations in the IEP that were to be used for the student's instructional program and during statewide assessment. But during the statewide assessment the district provided only the "read aloud" accommodation and disregarded the other accommodations that the IEP indicated were to be provided during statewide assessment.

| Student: | Required Action: | Data To Be Submitted: |
|------------------------------|---|--|
| Student Files: 3,7,8,9,10 | 1. The district will review current policy/procedure with the special education teachers and testing coordinator to determine why discrepancies are occurring. 2. Develop a process that will allow for the appropriate documentation and provision of accommodations for state/district assessments. 3. Provide training to ensure special education staff and testing coordinator are proficient in the implementation of the procedures/process. 4. Implement procedures and collect data to verify accommodations are appropriately documented and provided during state/district assessments. | The district will collect and submit to SEP the following data: 1. Written description of the district's review process to identify why the discrepancies are occurring. 2. Written description of the process the district will implement to correct the discrepancies. 3. Submit an agenda for the required training which includes dates, time and a list of participants. |

Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of updated data.

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Date:

Status Report:

State Performance Plan – Performance Indicators

Indicator 3: Participation and Performance on Statewide Assessments

Math:

C) Did the district meet the proficiency target for the subgroup of students with disabilities in the statewide assessment?

Grades K –8

State Target 69% or higher

District Rate: 61.54%

District Response:

The district has purchased a new math curriculum for the 2011-12 school year in an attempt to improve all math scores, including for those students on an IEP.

Indicator 5: Placement of Children Age 6-21

A) Percent of children with IEPs inside the regular class 80% or more of the day.

State Target: 65% or higher

District Rate: 84.21%

District Response:

The Doland School District strives to have as many students mainstreamed as possible to enhance the learning for all students including those on IEPs. We are able to do this by having the special education staff in the general classroom.